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ABSTRACT

This practicum report describes a recruitment program to include black residents in a residential program for teenage girls with emotional problems. Recruitment efforts stressed the following four principles: (1) staff preparation for work within a multicultural setting; (2) presentation of the facility to new black referral sources; (3) renewed contacts with current and past clients emphasizing the desire for black enrollment; and (4) the willingness to accept non-payment cases and informing referral sources of this willingness. After the recruitment efforts black representation was increased from 0 to 5 percent (one new resident) and racial attitudes among the residents became more positive. The recruitment program was approved for ongoing use by the facility. Results of the survey of racial attitudes before and after admission of the black resident are appended. Includes 10 references. (DB)

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Developing an Ethnically Balanced Population in a Residential Child Caring Facility for Emotionally Disturbed Females age 13 Through 17

by

Cynthia H. Sheldon

Cohort 36

A Practicum Report Presented to the National Master's Program for Child Care Administrators in Partial fulfillment of the Requirements for the degree of Master of Science

NOVA UNIVERSITY

1990

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3-8-91
Date

Cynthia H. Sheldon
Cynthia H. Sheldon

Abstract

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Not realizing its stated philosophy of openness to all without discrimination of race, color, creed, or national origin; a child caring facility for teenage girls with emotional problems had not had any Black residents since 1983. This correlates to the same year the facility opted for registration rather than licensure--precluding state board rate.

The author designed and implemented an active recruitment program for Black residents. After investigation of the facility's records and professional literature, as well as personal interviews, it was determined that successful recruitment involved: 1. staff preparation for work within a multicultural setting, 2. the presentation of the facility to new Black referral sources, 3. renewed contacts with current and past clients emphasizing the desire for Black enrollment, and 4. the willingness to accept non-payment cases and making the referral sources aware of that information.

After implementing the active recruitment of Blacks in concurrence with an educational program designed to enhance racial cooperation within a culturally diverse milieu, Black representation has been increased from zero to five percent; and survey results indicate that racial attitudes among the residents have become more positive. The recruitment program was approved for continued use by the child caring facility. Appendices include sample surveys.

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Chapter 1

INTRODUCTION

School and Community Setting

The rehabilitation program is located in a small rural community in the southern part of the United States approximately twenty miles from the nearest city. That city is a little over 100 years old and has a population of approximately 20,000. The nearest metropolitan area is forty miles north/west. The largest city in that area has a population of approximately 290,000 which ranks third in the state. Approximate state racial breakdown in percentages is as follows: White, 84; Black, 14; American Indian/Eskimo/Aluet, .2; Asian/Pacific Islander, .6; Other, 1.5 (1980 Census) (Figure 1: 5).

Since the program is non-denominational with a Christian emphasis, the residents attend local Christian churches by invitation without denominational preference. Most of the churches attended frequently are those that support the program with either finances or volunteers.

Socio-economic Status and Racial Breakdown of Residents

The facility receives no state funding. Most of the financial support comes from private sources such as civic organizations and churches except for a fee of $310 monthly from the parents of each resident. Prior to 1984, the

facility was licensed through the state welfare agency and received board rate for those residents whose families were deemed unable to pay. When the board of directors decided to be registered with the state under a Christian organization, parents could no longer place their children in the facility with continued state financial support. Since one of the program policies is to help those who cannot afford the fee as well as those who can, up to six residents out of 24 have been enrolled without payment. Therefore, the residents continue to come from a wide range of socio-economic backgrounds. However, ethnocentric backgrounds were not as varied. The resident population from September 1, 1989 to September 1, 1990 was predominately White at 90 to 92 percent with the remaining 8 to 10 percent Cuban/Mexican American and Asian. No Blacks were enrolled and had not been since 1983. This approximates the year when the board of directors registered with the state through a Christian organization rather than submit to continued licensure through the state welfare agency.

Admission Requirements and Procedures

Referrals are made by "word of mouth". Residents are female and age 13 through 17. The children referred are labeled as emotionally disturbed, socially maladjusted, and/or ungovernable. The behavior described for most applicants is that of running-away, sexual promiscuity, theft, and drug/alcohol usage. Monthly board rate is $310

with an additional seven to ten dollars for school materials. The agency is tax exempt as a non-profit organization and is non-discriminatory to race, color, creed, or national origin. This was printed in the local newspapers and is written on the brochures and in the articles of incorporation. Approximately 50-60 names are retained on a waiting list. Since the agency has a capacity of 24 with only six to eight openings annually, admissions are based on the crisis of the individual's circumstance and/or persistence by the referring agency or family. After placing the child's name on a list, the person making the referral should call to update the admissions representative as to the child's situation and to question if there are any recent openings. If the agency does not hear from a prospective client for a while, but has another person inquiring frequently, then the latter may acquire the next opening.

The program accepts involuntary placement which is unique as it is not a locked facility. The child's legal guardian or custodian must sign a contract with the agency which gives the agency temporary custody of the child for a minimum of one year. Both court order and non-court order placement are accepted.

The Writer's Position and Responsibilities

The writer's role is formally titled assistant director. When the director is absent, the assistant director takes her place. When the director is present

duties are assigned in order to assist with the director's responsibilities. Staff training, supervising residents and volunteers, and public relations are some of the general functions which the assistant director shares with the director. The writer also functions as a full-time housemother, family and resident counselor, choir director, and part-time cook.

Having been in need of help as a troubled teenager, yet not wanting help, the writer has an unusual perspective of treatment for the emotionally disturbed and rebellious teen. After successful completion of this program as a resident, the writer has since participated for three years as a peer counselor in a local public high school before graduating in 1981. Nursing school came next and after attaining a nursing license, the writer completed a Bachelor's degree majoring in psychology in 1987. Nine years of experience as a full-time staff member in this present facility, as well as an appointment to the executive board of the state area governing association of privately operated Christian child caring agencies, have also contributed to this writer's education.

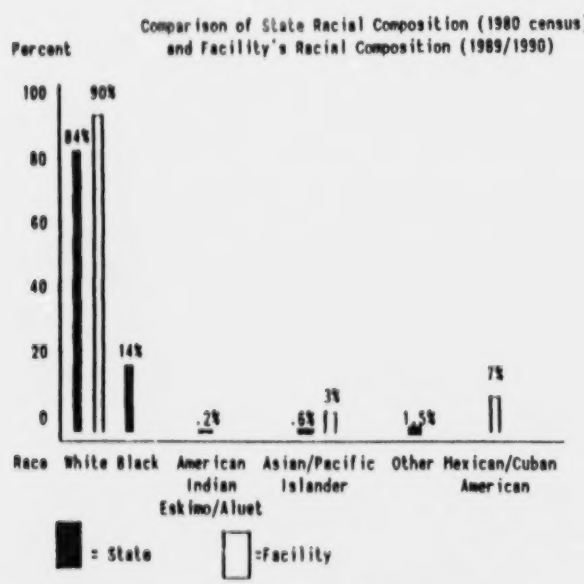
Chapter 2

STUDY OF THE PROBLEM

Problem Definition

A residential child caring facility for emotionally disturbed females age 13 through 17 had an average annual population of 90 percent White, seven percent Mexican and Cuban American, and three percent Asian. According to the 1980 census, the state population of Blacks is approximately 12 percent. According to two national surveys, Blacks seek help from mental health professionals significantly higher than that of Whites(Broman,1987). Therefore, the population of this residential child caring facility should have representation from the Black community if the admissions committee determines to have the facility's racial breakdown typify that of its community.

Figure 1



Besides reflecting the community's racial composition, the program's therapeutic milieu would be enhanced by having a more integrated population. Many of the problems the residents had at school, at home, and elsewhere stemmed from not using appropriate social skills in relating to their peers, family, and authority figures. Blacks are an active part of that society and their presence would contribute to the development of positive interpersonal relationships among the different races within the facility. By reflecting the community's racial composition, the program would strengthen the chances of its residents making an effective transition back into society.

One of the most important aspects of therapy is the Christian atmosphere. Hypocrisy, whether intentional or unintentional, must be avoided if the program is to be authentic in its presentation of Christianity. For example, part of the Christian dogma is to love all people without respect to social position, race, or actions(The Holy Bible, New International Version, 1984). With authenticity as the ideal, the facility must actively recruit Blacks in order to realize its stated nondiscriminatory policy. Prior to admission, many of the children have been hurt by significant others "saying one thing, yet doing another." Therefore, the facility must "practice what it preaches" in order to help establish

confidence and respect from often rebellious and distrusting teens.

The residential child caring facility has not had Black residents since 1983. This was not ideal for group dynamics and interpersonal relationships among the residents as well as not supporting the stated policy of the facility to help all without discrimination of race or ethnic background.

Evidence

As of September, 1990 according to agency files, there had been no Black residents since August, 1983. Approximate estimates of other ethnic minorities such as: Mexican and Cuban American and Asian, respectively seven and three percent, had been represented during this same time. Because of the lack of Black representation the group did not depict the state racial composition. There were no opportunities for relationships with Blacks either with other residents or with the staff. The only limited contact with Blacks was during infrequent visits by the facility's Black board members and visitors.

A survey was given to the residents, total population of 22, in October of 1990, in order to help share and describe racial attitudes. In this survey most of the girls indicated an openness to the idea of sharing living space with Black girls. When asked how they would feel about sharing a bedroom with a Black girl; three answered, happy; 12 answered, O.K.; four answered, uncomfortable; one

answered miserable; and two answered, I don't know. All the residents share rooms with one to two other residents from different geographical areas, with different emotional problems, different economic backgrounds, and different religious affiliations. However, nearly 23 percent would not feel comfortable rooming with a Black girl. When questioned about the academic ability of Blacks vs. their own-race, most answered "average" for both. However, 18 percent rated the academic ability of their own-race higher than that of the Black race.

In the survey the girls were also requested to list five White leaders and five Black leaders (in politics, religion, education, etc...) in the United States, past or present. All the participants could name at least one correct answer for White leaders and most had at least three correct answers. However, five girls could not name one Black leader. The rest of the girls averaged with one or two correct answers. Twenty-one out of 22 did not have any idea what the initials N.A.A.C.P.(National Association for the Advancement of Colored People) represented (Appendix A:39).

Analysis of Causes

In American society it would seem inconsistent for a group to not have Black representation among its membership when a nondiscriminatory policy exists and is enforced; when the demography includes Blacks; when group members come from cross cultural sections of the United States; and

when referrals are made, in part, by racially integrated organizations. Further adding to the irregularity, is that the child caring facility accepts children whose families cannot afford the monthly board rate.

When one considers the possible reasons that this child caring facility did not have Black representation among its residents, one must first analyze whether the above statements were, in fact, true. For instance, did the agency have an open door policy in accepting persons of any color, creed, or national origin? In theory, this can be checked through the written policy of the program to be non-discriminatory in hiring practices and also in client admissions. In practice, this examiner has been involved in all admissions and pre-admission procedures, whereby any intentional weeding out of a particular group of people would have been noticed. Furthermore, most residents are accepted via phone without prior knowledge of race. Their arrival to the facility would be the first opportunity to notice race unless the resident's referring agency representative or guardian had, previously and voluntarily, offered the information. Moreover, a member of the executive board is Black and in a position of authority to monitor any intentional discriminatory practices.

Did the demographics contribute to the problem by not including Blacks? During the 1989/1990 year starting with September, eighty-eight percent of the referrals came from

the facility's home state which included 12 percent Black in its racial composition. In addition, the remaining 12 percent of referrals came from all over the United States with each state having varied racial compositions.

Who was referring the children for admission, and subsequently, paying for the children after placement? From September 1, 1989 to September 1, 1990 this agency received 112 requests for admission which initially resulted in placement on a waiting list. The actual number of calls cannot be determined. Since many were discouraged by the long waiting list and were experiencing a crisis which needed immediate attention; they decided not to leave their names. Most calls were from parents who had heard about the program by "word of mouth" through churches, private agencies, or parent support groups. Ninety-eight names on the list were from the agency's home state with the remainder of 14 from out of state. Only five children of the 112 were referred by any type of state welfare agency and placed on the program waiting list during the same time period. The facility admitted twelve residents comprising of nine home state parental referrals, two out of state parental referrals, and one state agency referral. As of August 1, 1990, the agency had 16 residents out of 22 whose parents paid the standard $310 monthly board rate. The parents of the remaining six residents paid within the range of zero to $150 monthly. The child placed by the state agency was sponsored by a private foundation for $160

per month and the parents paid the balance of $150 per month. Arrangements were made by the case-worker, since the state will not pay for the child to be in the facility.

Table 1

Number and Percentage of Referral Sources From September 1, 1989 to September 1, 1990

Referral Source	Home State		Out of State		Totals	
	No.	%	No.	%	No.	%
Parent/Guardian	95	84.8	12	10.7	107	95.5
Government Agency	3	2.7	2	1.8	5	4.5
Totals	98	87.5	14	12.5	112	100.0

What helped to cause the lack of Black representation? Prior to 1984 the agency was licensed through the state welfare agency. According to agency records, 80 to 90 percent of the residents were state referred. In 1984, the agency became registered with the state through a Christian association rather than remain licensed through the state agency. As a result, the state continued sending girls, but without financial remuneration. The state referrals had dropped considerably since then--from 80 to 90 percent referred annually prior to 1984, to roughly four percent referred starting from September 1, 1989 to September 1, 1990.

Relationship to the Literature

In perusing the literature, one did not seem to find any information on actively recruiting minorities with

respect to racially integrating the clientele in a residential rehabilitation child caring facility. However, there is a substantial amount of related material published predominantly during the 60's and 70's regarding racial imbalance in public schools, professional organizations, athletics, businesses, residential areas, and various other categories.

Throughout the literature racial homogenity is considered less than an ideal atmosphere for either academic or social learning. When certain conditions exist, the heterogenous grouping of races seems to be beneficial for both Blacks and Whites.

> A representative sample of Lynchburg, Virginia public school children were tested on racial attitudes in 1972 just as racial balance was instituted throughout the school system. [The students were tested again in 1976.] It was found that racial attitudes between the races(Black and White) were more favorable, that social distance between the races had decreased slightly, and that there was greater racial self-acceptance and a more favorable own-race evaluation by both races. [This also suggests that] racial attitudes were more likely to become more favorable under racial balance if certain conditions were present. [Presumably one in which there is equal-status contact among the participants](Morland, 1976: 3).

The major finding that supports the equal-status contact theory is that White students in 1976 were significantly more likely to accept Black students than was the case in 1972.

> A corollary of the equal-status contact theory suggested by this study is that equal-status contact not only promotes more favorable attitudes across racial lines but also greater racial self-acceptance(Morland, 1976: 24).

In another study, the focus was directed toward academic concerns more than the social aspects of racial segregation. The results inferred that with the continued movement of more affluent families to suburban areas, the essential balance of pupils from varied racial, economic, and social backgrounds became obscure. Ackerman (1969) suggests that the so-called "advantaged" suburban pupils suffered from the shallowness and lack of challenge resulting from completely homogeneous classrooms. As a result of placing the disadvantaged Black students into the cooperating suburban White schools, several positive findings emerge: 1. academic achievement of disadvantaged students exposed to cooperative programs has been significantly high; 2. trouble expected in these programs (such as behavior problems) did not materialize; and, 3. general opposition to these programs by parents and taxpayers decreased with time(Ackerman, 1969).

> Even though many of the projects studied by the author make little or no efforts to evaluate changes in critical thinking, attitudes, or other nonacademic phases of the school program, those which did make such an attempt do show changes in attitude as well. Although the instruments were vastly divergent, the evidence attained indicates that there were wide changes in attitudes in the direction of greater tolerance for those with different backgrounds(Ackerman, 1969: 29).

In a study on residential segregation, it was found that Blacks, Hispanics, and Asians occupy very different positions in urban society. The contrast is well illustrated by the racial composition of San Francisco, where each group constitutes about 11 percent of the

population. In 1980, the probability of Black contact with Anglo's was half that of either Asian or Hispanic; and Black-Anglo dissimilarity was approximately two times the figures for Asians and Hispanics. "In other words, given the same relative numbers, Blacks are nearly twice as segregated as Hispanics or Asians"(Massey & Denton, 1987: 823).

> The patterns of segregation...described also speak to the meaning of race in American society. The high degree of Black residential segregation, and its relative imperviousness to socioeconomic influences, suggest that race continues to be a fundamental cleavage in American society. Yet it is not race per se. Asians are also members of nonwhite racial groups, easily identifiable as such by Anglo whites, but there is little evidence that Anglos harbor significant prejudice against them when it comes to sharing urban residential space.... It is not race that matters, but Black race(Massey and Denton, 1987: 823).

Economic factors seem to play an important role in Black families seeking help. In an interview with Norman Powell, the director of Programs for Child and Youth Studies at Nova University, money appears to be an important issue in offering services to the Black community. Many Black families may not have the personal funds necessary to enter their daughter in most private facilities; and therefore, seek aid from government agencies. Likewise, research regarding sociocultural factors in professional help seeking, such as race, indicated that Blacks were more likely that Whites to seek help from mental health professionals, particularly for economic and physical health problems(Broman, 1987).

Chapter 3

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goal

The practicum's primary goal was to create a therapeutic milieu, which involved cultural diversity, by actively recruiting Blacks in order to attain a racially balanced population within the facility. The following goals were projected for this practicum.

Terminal Performance Objectives

Over the period of ten weeks, Black enrollment will be increased from zero to ten percent of the total resident population as measured by the agency admission records dated from September 1, 1989 to September 1, 1990.

Over the period of ten weeks, the number of Black referral sources will be increased by the addition of five new contacts, which consist of either individual leaders or Black community groups as measured by the new contact log.

Over a period of ten weeks, there will be a five percent increase in the number of state agency referrals over the average four percent of referrals submitted during September 1, 1989 to September 1, 1990 as measured by admission records.

Affective or Attitudinal Outcomes

Over a period of ten weeks the facility will represent a more authentic Christian atmosphere to the children in

residence as a result of racial balancing. This will be measured by resident self-reports.

Over a period of ten weeks the therapeutic milieu will be enhanced by an increased opportunity for positive peer relationships between Blacks and Whites. This will be measured by the resident's self-reports and the staff observations of the resident's approach to interracial relations.

Evaluation Method

The admission records dated from September 1, 1989 to September 1, 1990 contain information about: 1. the prospective client's age, history of apparent problems, and present reason for referral; 2. the guardian and/or contact person making the referral; 3. the source from which the contact person received information about the facility; and 4. the address and phone number of the contact person and prospective client.

In evaluation, the admission records containing the same categories of information during the ten weeks of implementation during November 19, 1990 to January 25, 1991, were measured by the admission records dated from September 1, 1989 to September 1, 1990. Number and percentages were taken from the stated ten weeks of implementation and measured by the number and percentages taken from the previous admission entries in order to determine any significant changes in any of the stated categories.

The new contact log was initiated November 19, 1990 and contained a list of new contacts made by the examiner during the ten week implementation. When a prospective client was referred directly or indirectly by one of these new contacts; the prospective client, the contact person, and the date the facility received the call was listed under the referring agency or individual as well as its listing on the admission records. This helped expedite the evaluation of the viability of the new referral sources.

Racial Survey I given in October of 1990 (Appendix A: 39) was given again to the residents in January of 1991 Appendi: B: 42). The January, 1991 (Racial Survey II) response were measured by the October, 1990 (Racial Survey I) responses.

The staff were also interviewed about their observations of the residents approach to interracial relations within the facility and these observations are summarized within the "Conclusions" section of this report.

Chapter 4

SOLUTION STRATEGIES

Information Collection

Although most of the professional literature pertaining to racial balancing drew attention to the educational system, specifically public schools, the information gathered also assisted in integrating within the rehabilition milieu. In many respects, positive racial integration depended upon the proficiency of the adult supervisors in working within multicultural/multi-ethnic settings.

> Generally it was felt that teachers should have an awareness of and respect for racial and cultural differences. Too, it was generally agreed that such knowledge(properly used) would alleviate most of the types of problems causing teachers the greatest distress in the classroom and the most violent disruptions in the schools (Sikes and Coe, 1976: 5).

St. John (1966: 294) stated that "desegregation under unfavorable conditions would not necessarily eliminate all the unfortunate features of segregated schooling." In her study, St. John analyzes the negative results of desegregation versus integration. In distiguishing between the two terms, the study indentifies the concept of the staff emanating a positive attitude to help create a mutually cooperative racial atmosphere, rather than solely relying upon the presence of racial balance.

> It may be that unless the staff is committed to integration and is optimistic about the potential of Negroes and unless the school's academic policies encourage disadvantaged children, a Negro child's self-esteem and motivation is more threatened by a desegregated than by a segregated school. It therefore seems likely that both racial balance and 'racial atmosphere' have important effects on school children. Without racial balance, a favorable racial atmosphere may be impossible: but once racial balance is attained, two forces may work at cross-purposes for the Negro child. On one hand, a more favorable social milieu may tend to raise the aspirations and achievement of Negro children. But on the other hand, they may be placed in an unfavorable competitive position that more than offsets such advantage. If so, only under school conditions that minimize interracial competition will racial balance benefit pupils(St. John, 1966: 294).

The goal stressed by St. John is not the satisfaction of a quota requirement, but rather the creation of an environment which is conducive to mental, emotional, and academic development. When this type of environment is the essential concern for therapy, then the lesser goals are an ongoing process of achievement.

If the staff has limited resources of experience and knowledge in working within multi-ethnic groups; positive attitudes, although of benefit initially, will not withstand the day-to-day challenges of working in a culturally diverse program. One method in providing these resources has been accomplished through the study of Black culture. Sikes and Coe (1976) developed a curriculum designed to expose teachers to cultures other than their own through specified readings and experiences. Their goal

was to prepare the teachers for more effective work within multicultural settings.

> Teachers were required to bring to class the biographies of outstanding persons from racial groups different from their own, to present a paper on how they will integrate multicultural education in their day-to-day teaching assignments, to involve themselves and keep a daily log of community activities requiring a minimum of three hours per week in other culture or other race settings, and to read and react to selected books(Sikes & Coe, 1976: 7).

Blanche Radford-Curry, a professor specializing in the study of women and Afro-Americans at the University of South Florida, mentioned in a personal interview that contacting Blacks within the community and leaders of different types of helping organizations would be sources useful for referral. Curry also stated that in recruiting clients from the Black community, one should emphasize that other persons of color--Asian and Mexican American--have been beneficial to the racial atmosphere and that the inclusion of Blacks would be an added asset as well. Cultural diversity is mutually beneficial to all residents in that each girl can see that no matter what cultural or ethnic background a person originates from, most will experience similar insecurities and strengths in coping with personal and family problems(Radford-Curry, 1990).

According to Beverly Jones, assistant director of Annearundel County Department of Social Services, Annapolis MD, some assumptions are necessary for working effectively

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with Black children and their families. These assumptions are:

1. Race is an issue in therapy.
2. Race is a unique experience.
3. Racial differences should be perceived as non-deviant with emphasis on strengths rather than on weaknesses.
4. Social Work does not have an appropriate framework to deal with Black families.
5. In differences do we find our similarities.
6. There must be a conscious effort to working successfully with Black race(Jones, 1990).

Understanding differences does not infer prejudice, but can contribute to the success of therapy. Jones states that "race defines a significant part of a person" and what one does with the images one has of race is what determines prejudice. Therefore, not making race an integral part of therapy or by simply ignoring race one can hinder the rehabilitation process. Knowing how Black families differ from non-Black families can also aid in recruitment and continue into therapy. Some differences are:

1. Poverty
2. Experience of slavery and reconstruction
3. Remnants of African culture maintained and adapted.

Rather than any one fully explaining the differences of the Black vs. non-Black families, Jones believes that all three describe the experience. This ethnocentric emphasis, or the lense that we look at life experiences through, is what can distort our view of each other. Communication, understanding, and sincerity are keys to success in any type of therapy, but particularly in interracial therapy(Jones, 1990).

Other sources identify the mental health needs which concern the Black community and the differences between Blacks and Whites when seeking professional help. Broman (1987) considered sociocultural factors in professional help seeking by using data from two national surveys. The findings from this research indicated that Blacks were more likely than Whites to seek help from mental health professionals, particularly for economic and physical health problems.

Solution Strategy

In order to recruit Blacks and implement a culturally diverse program, it seemed that from the literature review and personal interviews two major concerns emerged which influence the success or failure of initiating such a program.

One of the issues concerning Black families is that of economics, or poverty. Broman (1987) indicated in his study on professional help seeking that economics was one of the problem areas for which Blacks were more likely than Whites to seek assistance. Jones (1990) stated that one of the three differences between Black and non-Black families is the Black experience of poverty. Powell (1990) also stated that in order to recruit Black families, one should understand that many Blacks cannot afford private placement and usually go to agencies known for providing assistance without requiring financial compensation from the family. Therefore, one possible resource for Black recruitment

would be a government welfare agency. Although the state agency still referred clients to this facility, the number of referrals had dropped off dramatically since opting for registration rather than licensure--thus precluding any state remuneration. Therefore, the state agency appeared to be a viable source of recruitment for Black clients into the facility provided that certain information was made available, in particular, the facility's acceptance of non-payment cases.

The other main concern for implementation of a positive "racial atmosphere" and an ongoing success of racial balancing is the attitude of the adult supervisors. Radford-Curry (1990) emphasized the importance of stating the benefits of having persons of color within the program when enlisting help for Black recruitment. This is an important aspect, because it is the sincere goal of this practicum. Therefore, the staff, who are responsible for the care of the residents; the contacts, who are involved with client referrals; and the Black families, who may place their daughter in the facility, needed to understand this in order to establish a mutually cooperative racial atmosphere. St. John (1966: 294) supports this view by stating "that both racial balance and 'racial atmosphere' have important effects on school children." St. John (1966: 294) further suggests that "only under school conditions that minimize interracial competition will racial balance benefit pupils."

For example, the goal of recruiting Blacks into the facility in order to attain a racially balanced population is within reach, when the staff projects a positive attitude about the benefits of a multicultural program. This positive attitude is directly related to the primary goal of creating a therapeutic milieu which involves cultural diversity. Parents already having a difficult time placing their Black child into a predominately White program feel less apprehension when that program eminates a genuine warmth, acceptance, and competence during admission procedures. Continuing this attitude throughout the therapeutic milieu helps to illicit support from the family during treatment and also provides good public relations for future admissions.

Likewise, the families of residents already in the program, as well as those people in the surrounding community, are influenced by the attitudes and actions of the staff. Therefore, it was vital that staff members possessed the necessary skills to facilitate positive racial integration within the facility.

In order to help produce this type of atmosphere and attitude, staff training and education are indicated by Sikes and Coe (1976: 5) who stated that an "awareness of and respect for racial and cultural differences...would alleviate most ...problems causing teachers the greatest distress." They also required academic learning and activities to prepare those working in multi-ethnic

settings. The academic aspect of learning was an acceptable strategy in this program because: 1. it met with little or no resistance from the staff; and 2. it was inexpensive since the materials could be obtained from the public library. However, it was not possible to require the weekly activities recommended by Sikes and Coe in other race settings due to the lack of staffing which was a presenting problem during implementation.

Implementation Plan

Task I: Recruitment of Blacks into the facility.

Action: Target the message.

Unique services offered by the program were outlined in a general staff meeting during week one. The members discussed the challenge of offering the facility's unique services to potential Black clients and the positive influence a culturally diverse program would have on the residents. Negative concerns were also discussed during this meeting. Some of these concerns were that the rural, southern community may not accept the girls as openly; or that in extreme cases, donations may be inhibited. These were dismissed as unacceptable reasons not to continue by unanimous agreement. Then the group considered resources, both financial and human. Finances were not allotted for recruitment, but the policy of accepting charity cases was reemphasized.

Individual(s) Responsible: This was completed by the administration and direct care staff.

Originally, facility brochures were to be displayed at welfare agencies, union offices and family service organizations. Rather than put the brochures on display, the examiner made contacts within the organizations, who were informed of the facility's desire to have Black residents and given brochures for dissemination toward that goal.

Individual Responsible: The task of distributing agency brochures was assumed by the examiner and completed by week five.

Action: Maintain a recruitment information file.

A file was created with the following: descriptions of the center's goals, curriculum, admission policies, history, staffing, and finances.

Individual Responsible: This was accomplished by the examiner by week two.

A record was kept of response rates to all the different recruitment methods used. The referral sources were categorized as calls were made for placement.

Individual Responsible: The secretary was responsible for taking the information. The examiner assumed the responsibility for totalling and analyzing the response rates. This was accomplished by review date of week eight and is to be assessed every three months thereafter by the examiner.

Action: Attend to current and past clients.

Contact was made with the state welfare agency in the community as well as other current referral sources and the following was expressed: 1. the desire to have cultural diversity and the presence of Black enrollment in the facility; 2. the willingness to accept, without financial compensation, those who have been deemed unable to pay by the state agency; and 3. the general overview of what is unique about the facility and the different programs it offers.

Individual Responsible: The examiner completed the objective by week three.

Action: Form new Black referral sources.

Contact by phone or in person was made with five new referral sources which could assist in recruiting from the Black community. The following was expressed: 1. the desire to have Blacks in the program and mention how other persons of color have enhanced the programs cultural diversity, and an explanation of how this cultural diversity is mutually beneficial to all residents. 2. that the facility does allow for families who cannot afford to pay and that this information would not preclude admission.

Individual Responsible: This was completed by the examiner by week four.

Task II: Staff training and education.

Action: Familiarize staff with Black culture.

The direct care staff were required to read and discuss biographies of outstanding Black persons. Discussions took place in general meetings during weeks four and five.

Individual(s) Responsible: Readings were chosen by the staff members and approved by the examiner by week three.

The direct care staff were also asked to present ideas on how they would integrate multicultural education in their school curriculum.

Individual(s) Responsible: This curriculum and possible funding was submitted for approval to the principal, the director, and the examiner by week eight. The approved materials will begin incorporation into the existing curriculum by the principal and the teachers at the beginning the next school term.

Task III: Description of resident racial attitudes.

Action: Survey racial attitudes among residents.

A second survey (Racial Survey II) was given to the residents during week ten (Appendix B: 42). The results of Racial Survey II were compared to the results of Racial Survey I given in October prior to program implementation (Appendix A: 39).

Individual(s) Responsible: The examiner administered the survey and tabulated the results.

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Chapter 5

RESULTS, CONCLUSIONS, AND RECOMMENDATIONS

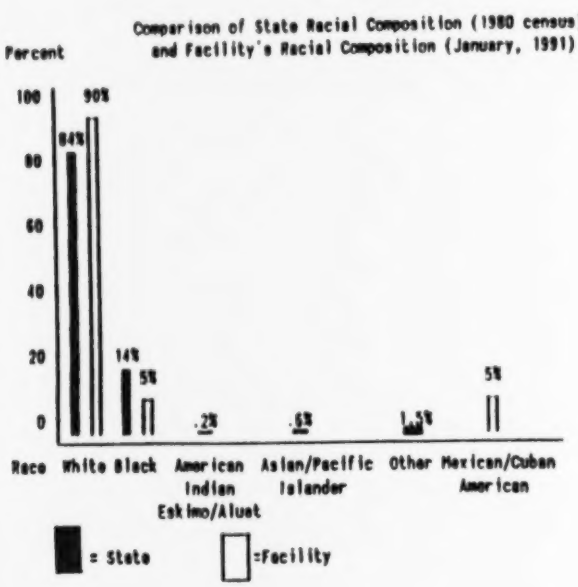
Results

After implementing the active recruitment of Blacks in concurrence with an educational program designed to enhance racial cooperation within a culturally diverse milieu, several positive changes took place in this child caring facility.

Terminal Performance Effects

Over the period of seven weeks, Black enrollment was increased from zero to five percent of the the total resident population as measured by previous agency admission records dated from September 1, 1989 to September 1, 1990.

Figure 2



Over the period of three weeks, the number of Black referral sources were increased by the addition of five new contacts consisting of individual leaders and Black community groups as measured by the new contact log.

Over the period of three weeks, the number of local state agency referral contacts were increased from zero to three as measured by the agency phone log.

Over the period of ten weeks, the percentage of state agency referrals increased by approximately seven percent over the average four percent of referrals submitted during September 1, 1989 to September 1, 1990 as measured by agency admission records.

Table 2

Comparison of Referral Sources Before Implementation (9-1-89 to 9-1-90) and After Implementation (11-19-90 to 1-25-91) In Percentages

Referral Source	Home State		Out of State		Totals	
	before	after	before	after	before	after
Parent/Guardian	84.8	82.4	10.7	5.8	95.5	88.2
Government Agency	2.7	11.8	1.8	0	4.5	11.8
Totals	87.5	94.2	12.5	5.8	100.0	100.0

Affective or Attitudinal Outcomes

After ten weeks of implementation of active recruitment of Blacks, Racial Survey II (Appendix B: 42) was administered to the residents. Resident self reports and

attitudes on Racial Survey II were found to show an increased acceptance of Blacks and Whites sharing living space, a decrease in preference of own race authority figures, and an increased awareness of Black leaders in the United States as measured by Racial Survey I given October of 1990 (Appendix A: 39).

Conclusions

In assessing the results, the most obvious and seemingly most important goal in accomplishing the rest of the objectives was to enroll Blacks into the child caring facility. This having been accomplished by week seven, the rest of the activities designed to initiate attitudinal change in the residents were comparatively simple. Since the Black resident's socio-economic background happened to be average as compared to the rest of the resident population, this helped to control the results in Racial Survey II (Appendix B: 42) from being confounded by economic status. An interesting comment was illicited by one the the White residents who stated on Racial Survey I that she would feel "miserable" if she had to share a room with a Black girl. During week nine of implementation, this same resident shared with some suprise to one of the staff that "she [the Black resident] was so clean". In Racial Survey II this same White resident answered that she would feel "O.K." about sharing a room with a Black girl. Although not every Black resident who is accepted will always be "clean"; it was important for this White resident

to notice that neither will all Black residents be dirty--simply because they are Black.

Although five new contacts within the Black community were made for referral purposes, there were not a corresponding number of referrals received by the facility during the ten weeks of implementation. There could be several reasons for this disparity. The sources could simply not have referred anyone during that time. They might have referred some, but the parents did not follow through with contacting the facility, or the sources for recruitment were not as useful as had been planned.

The state agency was also contacted and three new referral sources within the organization were made locally and throughout the state. As a result, two out of 17 calls placed on the list during the ten week implementation were referred by the state. This effected an approximate seven percent increase over the four percent referred on admission records dated September 1, 1989 to September 1, 1990.

Table 3

Number and Percentage of Referral Sources From November 19, 1990 to January 25, 1991

Referral Source	Home State		Out of State		Totals	
	No.	%	No.	%	No.	%
Parent/Guardian	14	82.4	1	5.8	15	88.2
Government Agency	2	11.8	0	0	2	11.8
Totals	16	94.2	1	5.8	17	100.0

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Although limited in knowledge, the state agency representatives were more aware of the facility. This awareness coupled with the fact that the state agency is always in need of more referral sources may have contributed to the percentage increase in state agency referrals. However, no placements of Black residents resulted from these referrals.

According to the referral records, the most viable source for Black referrals seemed to be that of current sources. The Black resident who was admitted into the facility was referred by a White couple whose daughter had completed the program four years earlier and has continued to do well since then. This couple invited the child's mother to their home to see a professional video about the facility. Probably contributing more towards putting the mother at ease was the direct imput from these parents, rather than an impersonal referral made from a state agency. In addition, the leader of the parent group who referred the mother to the couple also had a daughter successfully complete the program.

After the ten weeks of implementation, a second survey (Survey II) was given to the residents, total population of 20, in order to determine any changes in racial attitudes as compared to the October survey (Survey I). In Survey II, the residents indicated an increased openness to the idea of sharing a room with a Black girl as compared to Survey I. In Survey II when asked how they would feel

about sharing a bedroom with a Black girl, 18 out of twenty answered that they would feel O.K. or happy about sharing rooms with Black girls. Likewise, the Black resident stated that she would be "happy" sharing a room with a White girl. Only one remained neutral answering with "I don't know how I would feel". This is quite different compared to Survey I in which nearly 23 percent stated that they would feel uncomfortable, with one even stating "miserable".

In Survey II, when questioned about the academic ability of Blacks vs. Whites, most answered "average" for both. Fifteen percent rated their own-race higher than that of the Black race as compared to 18 percent in Survey I.

In the section in Racial Survey II which requested the girls to list five Black leaders in past or present United States, 50 percent could name at least three correct answers. Only one out of 20 on Racial Survey II could not name any Black leaders, as compared to five out of 22 on Racial Survey I.

Another area of significance in which differences were apparant was own-race vs. other-race authority positions. When asked if each girl preferred having her own race in positions of authority over her, Racial Survey I resulted in ten out of 22 stating that they would prefer own-race authority figures. In Racial Survey II only two said that they would prefer own-race authority figures. This

appeared to be an interesting correlation with recruiting Black residents. Even though Blacks were represented on the board of directors; during implementation no Blacks were in positions of authority directly over the residents. Perhaps being exposed to a Black resident who had Whites in positions of authority over her, has helped contribute to vicarious learning among the White residents.

Recommendations

With the emphasis upon Black poverty and staff education and proficiency as issues effecting the multicultural setting, a process of cultural development can and should be continued within the program.

First, the issue of poverty is a major concern since the program does not receive any state funding; and therefore, may not be able to continue support of charity cases, as it is presently able to do so. Compromising the facility's Christian philosophy is not an option with regards to accepting state grants. However, foster care board rate should be an option which would not compromise the Christian registration standards, nor give the state sufficient grounds for policy decisions within the facility. This would enable cultural diversity with much less recruitment activity on the part of the facility. Perhaps this should be pursued through the proper legislative channels. Likewise, churches need to be aware of the need for sponsoring residents. It may be possible for two or three churches cooperating together with their

mission budgets to sponsor a child's board for one year. During the facility's many opportunities for public relations, this needs to be addressed.

Second, more can be done to educate the present staff as well as orienting new staff members to multi-ethnic therapy. It would be prudent for the facility to host workshops by inviting speakers specializing in race as related to therapy. If this is too expensive or impractical, then it would also be advisable to encourage staff attendance at similar workshops offered in the state by paying all or a percentage of the cost.

Third, more contact with the Black churches needs to be initiated. This was not pursued as much as other predominately Black organizations, but could prove useful as a support group for the Black residents and their families, as well as provide a good source for recruiting residents, volunteers, and staff.

The strategy described in this paper is basic and timely--both sufficient for future research and practical implications. The strategy's basic application into residential child care is both its strength and its weakness. It's simplicity is an asset in that it may be applied to other settings without much funding or complexities. It is weak in that the survey methods could be disputed as not strict empirical data, and therefore, subjective. However, this very weakness should generate future research.

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Appendix

Appendix A

Racial Survey I

(And Results From a Population of 22 females age 13 through seventeen)

Please answer the following questions to the best of your ability. This is not a test, but rather a survey of your opinions. Most important is that you answer each question truthfully and keep explanations concise. Thank-you!

Note: You may want to use more than one of the answers; however, PICK ONLY THE ONE THAT COMES CLOSEST TO HOW YOU FEEL.

Complete the following statements:

1. If I lived in a predominately Black neighborhood, I would feel:

a. O.K.(8) b. Happy(1) c. Uncomfortable(9) d. Miserable e. I don't know how I would feel(2).

2. Most Black people are academically:

a. smart(2) b. average(17) c. below average(3) d. stupid

3. Most of my own race is academically:

a. smart(3) b. average(19) c. below average d. stupid

4. If I shared a bedroom with a Black girl I would feel:

a. O.K.(12) b. Happy(3) c. Uncomfortable(4) d.Miserable(1) e..I don't know how I would feel(1).

5. If I could be any race I would be:own-race(18) other(1) American(1) I don't know(1)

6. According to national statistics, in yearly salaries, White people make more money than Black people do. Why do you think this is so?

Past prejudice, but it's getting better:(2)

QUESTION 6 CONTINUED

Discrimination by Whites and/or Hispanics against Blacks:(10)

Blacks do not have the same chance at education and cannot get a better job:(3)

White people care more about salary and life styles.

I don't know.

No specific reason having to do with color...depends on the work you do... sometimes Whites discriminate.

Most Blacks are brought up in bad neighborhoods and have bad families.

I don't think that is so.

Cause most Black people are addicted to drugs and some people distrust Black people to work with them.

Some Black people might not feel as though they are good so they don't try as hard to succeed.

7. I am proud to be the race that I am. True(22) or False.

8. I prefer having my own race in positions of authority over me. True(10) or False(12).

9. If I were invited to attend an all Black church and I knew that I would be the only non-Black person in the crowd:

a.(7) I would accept the invitation and look forward to going.

b.(1) Whether or not I would accept would depend on what type of denomination it was.

c.(9) I would accept, but be very nervous about attending.

d.(5) I would make an excuse not to go.

10. Most of the people who live in government housing do because:

a.(4) They are lazy.

b.(18) They cannot afford to live anywhere else.

c. Other people won't let them live where they want to.

d. They are on drugs.

e. They like it.

11. Anyone in America, regardless of what their background is, can be successful if they try hard enough. True(22) or False(2).

12. What is the N.A.A.C.P.? a. no idea(21) b. one answered close, but left out the word American(1)

13. Name five White leaders in the past or present United States.(In politics, religion, education, ect.)

Reagan(14), Nixon(3), Lincoln(6), Billy Graham(6), Kennedy(4), Busch(17), Roosevelt(4), Washington(11), Taft(3), Adams, Jimmy Carter(2), Johnson, Andrew Jackson, Martinez(7), Charles Swindoll, Grandma, Bob Graham, James Dobson(2), Robert Schuler(2), Robert E. Lee, Sandy Freedman, Whitefield, Madison, Baron Von Stuben, Jefferson, Moody , Churchill, Ben Franklin

14. Name five Black leaders in the past or present United States.(In politics, religion, education, ect.)

Martin Luther King Jr.(14), Jesse Jackson(10), Booker T. Washington(4), Thomas Jefferson(2), Reggie Jackson, Michael Jordan, Nelson Mendela, Andrew Jackson, Bill Cosby, Hariett Tubman(2), Mark Twain, Eli Whitney, Samuel Colt.

Five girls did not answer at all.

Appendix B

Racial Survey II

Please answer the following questions to the best of your ability. This is not a test, but rather a survey of your opinions. Most important is that you answer each question truthfully and keep explanations concise. Thank-you!

Note: You may want to use more than one of the answers; however, PICK ONLY THE ONE THAT COMES CLOSEST TO HOW YOU FEEL.

Complete the following statements:

1. If I lived in a predominately Black neighborhood, I would feel:

a.(9) O.K. b.(2) Happy c.(5) Uncomfortable d. Miserable e.(4) I don't know how I would feel.

2. Most Black people are academically:

a.(2) smart b.(17) average c.(1) below average d. stupid

3. Most of my own race is academically:

a.(3) smart b.(17) average c. below average d. stupid

4. If I shared a bedroom with a Black girl I would feel:

a.(13) O.K. b.(6) Happy c. Uncomfortable d. Miserable e.(1) I don't know how I would feel.

5. If I could be any race I would be:(19)OWN (1)OTHER

6. According to national statistics, in yearly salaries, White people make more money than Black people do. Why do you think this is so?

Because some Blacks come from "low" families and don't care to bring their standards up.

They don't have enough money to finish school, so they can't get good jobs.

QUESTION 6 CONTINUED

Blacks put themselves in a lower class of society. Because of this they cannot afford to go to college and therefor cannot get jobs.

It could have just happened that way, or maybe they are not interested in the high paying jobs as much as White people.

Some White people think they are stupid or they might steal something.

Past prejudice kept them from getting schooling and therefore they can't get the high paying jobs(2).

Prejudice against Blacks(5).

Because people think that Black people are stupid, which lowers their self-esteem and makes them not work as hard. Then they don't pursue a higher education.

White people have more school.

Repeating cycle: Black parents can't send their children to school which makes them not get enough money and so on.

Just recently Blacks are being accepted. Change doesn't take place over night.

I don't know(2).

Because people don't want another nationality to have more money than us.

No answer.

7. I am proud to be the race that I am. True(20) or False.

8. I prefer having my own race in positions of authority over me. True(2) or False(18).

9. If I were invited to attend an all Black church and I knew that I would be the only White person in the crowd:

a.(6) I would accept the invitation and look forward to going.

b.(3) Whether or not I would accept would depend on what type of denomination it was.

c.(11) I would accept, but be very nervous about attending.

d. I would make an excuse not to go.

10. Most of the people who live in government housing do because:

a.(4) They are lazy.

b.(15) They cannot afford to live anywhere else.

c. Other people won't let them live where they want to.

d.(1) They are on drugs.

e. They like it.

11. Anyone in America, regardless of what their background is, can be successfull if they try hard enough. True(19) or False(1).

12. What is the N.A.A.C.P.?

I don't know(19). One answered correctly.

13. Name five White leaders in the past or present United States.(In politics, religion, education, ect.)

George Washington(15), Ronald Reagan(15), George Bush(16), Bob Martinez(2), Jack Wyrtzen, General Schwarzkopf, Nixon, Gorbechev, Saddam Hussein, Carter, Kennedy(3), Lincoln(7), Billy Graham(5), Edison, Franklin(2), James Dobson, Robert Schuller(2), D. L. Moody(3), Thomas Jefferson(4), Boris Becker, Andre' Agassi, Dan Quail, Chiles, John Wycliffe, John Huss, Dawson McAllister, Teddy Roosevelt, Pat Robertson

14. Name five Black leaders in the past or present United States.(In politics, religion, education, ect.)

Martin Luther King,Jr.(16), Jesse Jackson(12), Booker T. Washington(4), Harriet Tubman(4), Micheal Jordon(3), Bill Cosby(2),

QUESTION 14 CONTINUED

Thomas Jefferson(2), General Powell(Joint Chiefs of Staff), The Jeffersons on T.V., Oprah Winfrey, Nelson Mandela, Mike Tyson, Jesse Owens, Whitney Houston, Janet Jackson, Micheal Jackson, "refrigerator" for the Bears NFL, Eli Whitney, Bo Jackson, Reggie Jackson,

One person did not write anything.